



Pupil premium strategy statement (primary)

END OF YEAR REVIEW 2017 - 2018

1. Summary information					
School	Totternhoe CE Academy				
Academic Year	2017 - 2018	Total PP budget for this academic year	£13,040	Date of most recent PP Review	August 18
Total number of pupils	133	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Dec 18

2. Current attainment - END of Year 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2016-17)</i>
% achieving ARE reading, writing & maths	25%	61% (all pupils)
Progress score in reading	87%	0.33
Progress score in writing	77%	0.18



Progress score in maths	87%	0.28
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Baseline scores for PP children who are new to reception class and have not accessed our preschool.	
B.	Nurture- Vulnerable child(ren) with Early Help Assessment will need continued self-esteem and confidence boosting, before accelerated learning	
C.	Parental engagement with school and learning can be a barrier in some cases.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Social services engagement in TAC and CIN meetings to support good attendance in school.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress. Measure using SPT	SPT will evidence progress in line with peers and aspire to be above.
B.	Continue to improve baseline scores for PP pupils (that attended TCEA pre school) .	To be measure on SPT through outstanding teaching and learning in pre school. Children will enter Year R in line with or above peers.
C.	To ensure that 100% of PP children pass the Year 1 Phonics Check along with their peers. Measured using the en of Y1 phonics test outcomes.	100% pass rate for PP children.
D.	To continue to provide a nurture provision for children with the most need in school. Drop in support – short term or longer term care. Nurture to be in the school budget .	Boxall profiles and pupil questionnaires used to measure impact. Budget to ensure it continues



E.	Positive emotional wellbeing - measures through pupil conversations and pupil	PP children feel confident with high SE
F.	Parental support at home. Measured through targeted support for those parents that agree to support	Parents attendance in school events eg watch me learn. Good relationships with teachers and communication in reading records etc Early Help where needed.
G.	100% achieving reading, writing and Maths at EXS at end of Key Stage 1 and year 4 .	SPT to track and measure impact.

5. Planned expenditure

Academic year

In: £13,040

Spent: £16,640.24

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies



i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.</p>	<p>Tracking using (SPT) School pupil tracker.</p> <p>1 TA to be nominated PP Champion, to hear readers daily and have specific time to work on key areas of need as prescribed by the class teacher.</p> <p>Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.</p> <p>TA timetables to be adjusted to support intervention.</p> <p>Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.</p>	<p>Extra support and small group work gives young children the time to discuss ideas, build vocabulary and develop deeper thinking.</p>	<p>PP children will maintain progress with no gap between them and their peers.</p> <p>They will meet and exceed their ARE.</p>	<p>All</p>	<p>July 18</p>



<p>100% achieving reading and writing at EXS at end of Key Stage 1 and year 4</p>	<p>Handwriting resources purchased.</p> <p>Small group support daily</p> <p>To support vulnerable learners with reading and writing key stage 2</p> <p>Additional TA support in this class</p>	<p>All children regardless of background have the right to high quality teaching in the first instance. Children for which there are addition I needs such at PP have the right to intervention to close gaps and keep them closed to ensure they are performing equally at and above there are along with their peers.</p>	<p>Handwriting improves to a level acceptable for expected standard</p> <p>There is additional targeted support for PP children in the classroom which has an impact on their progress (scrutiny of work)</p> <p>100% achieve ARE in reading, Writing and maths</p>	<p>CH TB</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>
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<p>Total budgeted cost</p> <p>TA - PP Champion £15.13 per hour X 1 hour a day X 190 days = £2874.70</p> <p>TA - classroom interventions (Lit & maths) years R – 4. £15.13 X 4 hours per day X 190 days = £11,498</p>



ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure that 100% of PP children pass the phonics check</p> <p>For PP children to attain the same love of reading as other children in the school.</p>	<p>High quality phonics teaching starting in pre school through to Y1.</p> <p>Phonics intervention throughout year 1 for focus group.</p>	<p>Our core purpose is to teach every child to read – and to keep them reading. We know that this changes everything; readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background. We have adopted a consistent whole-school approach to teaching reading, writing and spelling. Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures progress for every child. This starts in Pre School with a sound a week and progresses to a sound a day in reception until they are reading confidently at an age appropriate level.</p>	<p>Achieve ARE in reading and WA on phonics screening check</p> <p>To be checking reading books out of the library for reading for pleasure.</p> <p>Engagement of parents in reading with children in the library after school or at home.</p>	<p>CHa</p> <p>CHo</p> <p>OB</p>	<p>Half Termly (School Pupil Tracker) reports.</p> <p>Phonics observations</p> <p>Entry and half termly data from RWI assessments and monitoring of group movement.</p> <p>Swift intervention to Keep up, not catch up if any child fails to make expected progress.</p>
<p>Total budgeted cost</p> <p>New pre school assistant to attend RWI training £250.</p>					



iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To foster nurture provision for children with the most need in school. Drop in support – short term or longer term care.</p> <p>Positive emotional wellbeing</p> <p>It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision. (This was identified after working closely with Jigsaw behaviour support team in the summer term 15).</p>	<p>To continue with the nurture provision for children with the most need in school.</p> <p>To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management</p>	<p>The behaviour support team (Jigsaw) have extensive experience in working with children that are from deprived areas and come from backgrounds of neglect or when children experience a trauma, like bereavement and are in need of nurture support. This is something we can provide in school and have the expertise in our current staff in order to provide it following from Jigsaws support.</p>	<p>PP children will increase progress and attainment towards ARE and in some cases exceed them.</p> <p>Pupils are happy and positive about learning.</p> <p>They feel confident in their abilities and achieve well. There are fewer disruptions to learning.</p>	<p>OB to coordinate</p> <p>RA LW</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>



<p>Parental support at home</p>	<p>Target parents to attend school information sessions Staff to support parents with resources to help with home learning</p> <p>Staff to monitor regular reading at home</p> <p>Phonics and maths workshop for parents.</p> <p>Parental attendance at meet the teacher and consultation evenings.</p>	<p>It has been proven that children learn best in a supportive environment where they can talk about their learning with parents and carers. To promote parental engagement would boost learning potential for our PP and Non PP children.</p>	<p>Children are regularly heard to read at home.</p> <p>Parents are confident to help their children with homework.</p> <p>Parents attend 'Watch me Learn' sessions to engage with their children's learning.</p>	<p>CHa AON TB</p>	<p>Registers of attendance at consultation and workshops.</p>
<p>Additional costs may include school visits, Dell farm, Attendance at school and external clubs. These may come up through the year. Visits £100 Dell Farm residential £175 Music lessons £250</p>					



	Total budgeted cost Staffing TA3 2 £446.27 TA4 £446.27 Training for support staff in nurture provision £500
Total Spend curriculum: 16,115.24 Additional activities: £525 = £16,640.24	

6. Review of expenditure

Previous Academic Year	2017 - 2018			
i. Quality of teaching for all = TARGET MET				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.

Tracking using (SPT) School pupil tracker.

1 TA to be nominated PP Champion, to hear readers daily and have specific time to work on key areas of need as prescribed by the class teacher.

Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.

TA timetables to be adjusted to support intervention.

All class teacher successfully tracked PP children as seen in their half termly data dashboard updates.

PP champion met daily with PP children on a rolling programme with targets set by the class teacher.

At or Above Expected Progress 2017/2018

WHOLE SCHOOL	Pupil Premium and Service Children	NOT Pupil Premium and Service Children	Pupil Premium	NOT Pupil Premium
134	9	125	9	125
ALL 64.8% [79]	ALL 75% [6]	ALL 64% [73]	ALL 75% [6]	ALL 64% [73]
WR 74% [94]	WR 75% [6]	WR 73.9% [88]	WR 75% [6]	WR 73.9% [88]
RE 76.4% [97]	RE 87.5% [7]	RE 75.6% [90]	RE 87.5% [7]	RE 75.6% [90]
MA 79.5% [97]	MA 87.5% [7]	MA 78.9% [90]	MA 87.5% [7]	MA 78.9% [90]

The grid shows the end of year progress for PP and non PP children. You can see that Reading, writing and maths combined progress is 75% where as the whole school is 64%. This means we have met our target of ensuring PP children make above expected progress. Progress was strongest in Reading and maths.

The PP champion has been a very successful approach with both hard and soft data. Children have reported enjoying having 'someone we can go to' (Y4 pupil) and feeling that they have that extra connection with a member of staff in school.

Not all classes have a TA present for literacy and maths and so this was the least successful intervention. As classes grow more TA's will be needed and this will make this intervention more effective.

Although TA's did not enjoy having their timetables changed each half term, this was in the best interest of the children. We will continue this approach next year as it means intervention as soon as a child needs it.



	<p>Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.</p>	<p>TA timetables were adjusted each half term according to the needs of the pupils.</p> <p>This has worked well in EYFS, both pre school and year R where there is the TA support on a consistent basis to support progress. Key workers are able to highlight areas of need and immediately tailor support.</p> <p>In KS1 and 2 TA support is limited to 1 full time and 2 part time TA's. The full time TA is also taken for cover when needed. This has meant that in class</p>	<p>As classes grow we will be able to budget more TA support where needed. This will allow the best practice model from EYFS to move into KS1 and KS2. TA's are one of our most valuable resources and they have proven that they do make impact.</p>	
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<p>100% achieving reading and writing at EXS at end of Key Stage 1 and year 4</p>	<p>Handwriting resources purchased.</p> <p>Small group support daily</p> <p>To support vulnerable learners with reading and writing key stage 2</p> <p>Additional TA support in this class</p>	<p>Handwriting resources have been used in KS1 and fine motor control group is working on increasing pencil control.</p> <p>This has also been helped over a longer period by the EYFS team making fine motor a priority for all pre school children ensuring they can hold a pencil correctly using 'pick and flick' or pencil grips.</p>		
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>



<p>To ensure that 100% of PP pass the phonics check.</p> <p>For PP children to attain the same love of reading as other children in the school.</p>	<p>High quality phonics teaching starting in pre school through to Y1.</p> <p>Phonics intervention throughout year 1 for focus group.</p>	<p>Phonics continues to be an area of strength. We were awarded the RWI Model School Status for our phonics teaching.</p> <p>Children report that they enjoy phonics teaching.</p> <p>Children enjoy reading and taking books out of the library.</p>	<p>Our PP children in Y1 left part way through this year, and so we will not have hard phonics check data for PP this year.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>



<p>To foster nurture provision for children with the most need in school. Drop in support – short term or longer term care.</p> <p>Positive emotional wellbeing</p> <p>It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision. (This was identified after working closely with Jigsaw behaviour support team in the summer term 15).</p>	<p>To continue with the nurture provision for children with the most need in school.</p> <p>To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management</p>	<p>Nurture starts in EYFS with the setting and staff ensuring children are supported, as are parents.</p> <p>Of the 8 PP children 4 are eligible and 3 of those have attended nurture. 1 will become eligible in September and will transfer into the nurture setting.</p> <p>Although nurture provides an abundance of soft data, children, parents and staff all report that children are happier, more engage and able to regulate emotions better. We also hold hard data, looking at Boxall profile evidence as well as the data from SPT.</p>	<p>Nurture is one of our most valued resources at TCEA and we will continue to fund and support this provision. The soft data that is produced from pupil voice around emotional well being and the support they feel from being part of the group is evidence enough that this intervention, although expensive, has an impact on PP children in school.</p>	
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<p>Parental support at home</p>	<p>Target parents to attend school information sessions Staff to support parents with resources to help with home learning</p> <p>Staff to monitor regular reading at home</p> <p>Phonics and maths workshop for parents.</p> <p>Parental attendance at meet the teacher and consultation evenings.</p>	<p>Of our 8 PP children only 1 family are not engaged now with the school.</p> <p>Staff target PP families and work to build a rapport so that families feel welcome and included in school life.</p> <p>The reading logs are regularly monitored and any pupil not reading at home, the parent is encouraged to read at home.</p> <p>The phonics workshop was very well attended, although this was not relevant for all PP children 50% did attend.</p> <p>50% attend watch me learn session and 100% attended parents evenings.</p>		
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1. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

School pupil Tracker data - End of academic year 2018 PROGRESS

Group:	Subjects Combined		Writing			Reading			Mathematics								
PUPIL PREMIUM [9 children]	25.0% 2/8	75.0% 6/8	25.0% 2/8	75.0% 6/8		12.5% 1/8	87.5% 7/8		25.0% 2/8	75.0% 6/8							
			25.0% 2/8	50.0% 4/8	25.0% 2/8	12.5% 1/8	37.5% 3/8	50.0% 4/8	25.0% 2/8	25.0% 2/8	50.0% 4/8						
			12.5% 1/8	12.5% 1/8	50.0% 4/8	25.0% 2/8	0.0% 0/8	12.5% 1/8	0.0% 0/8	37.5% 3/8	50.0% 4/8	0.0% 0/8	12.5% 1/8	12.5% 1/8	25.0% 2/8	50.0% 4/8	0.0% 0/8

Reading continues to be an area of strength, one on which we will continue to build.

We will work to develop progress for maths and writing for our PP children. However it is worth noting that 50% made ABOVE expected progress in maths, indicating they are diminishing the difference with peers. 25% made ABOVE expected progress in writing, indicating a similar picture.

School pupil Tracker data - End of academic year 2018 AT and ABOVE ARE

Reading continues to be an area of strength. 33.9% reading above there ARE.



Again it is worth noting that of the 77.8% working at and above ARE in Maths, 33.3% are above ARE. In writing, of the 77.8% at and Above, 22.2 are working above.

Group: PUPIL PREMIUM [9 children]	Subjects Combined		Writing			Reading			Mathematics								
	22.2% 2/9	77.8% 7/9	22.2% 2/9	77.8% 7/9		11.1% 1/9	88.9% 8/9		22.2% 2/9	77.8% 7/9		22.2% 2/9	44.4% 4/9	33.3% 3/9			
			22.2% 2/9	55.6% 5/9	22.2% 2/9	11.1% 1/9	55.6% 5/9	33.3% 3/9	22.2% 2/9	44.4% 4/9	33.3% 3/9						
			11.1% 1/9	11.1% 1/9	55.6% 5/9	22.2% 2/9	0.0% 0/9	11.1% 1/9	0.0% 0/9	55.6% 5/9	33.3% 3/9	0.0% 0/9	11.1% 1/9	11.1% 1/9	44.4% 4/9	33.3% 3/9	0.0% 0/9